

Middlesex

Spring 2015



**The Mx2
Campaign:
On Target**

From the Head of School



A Leadership Transition

If one of the highlights of school life is that every September brings a new beginning and the opportunity for change, perhaps the other end of that spectrum is that every June brings an ending and the inevitable change that accompanies that closure. I rejoice in the new school we have every fall; and as we turn the page each summer, I usually lament, at least a bit, the passing of what has proven to be good.

This spring, we face a changing-of-the-guard as Board President Pete Olney '66 hands the gavel to Steve Lari '90. As I look back over Pete's entire tenure on the Board, I see a leader whose Middlesex career—the one that began long after his graduation—has taken every possible shape of service to this school. Pete served as president of the Parents' Committee while his sons, Austin '00 and Warwick '00, were students. His involvement on the Board led to his work, with our wonderful late colleague Mary Ann Tynan, on the Strategic Directives the Board created after the centennial celebration—directives that greeted me upon my arrival and set the early mandate of “premier, small, boarding, national” that has guided much of our work for the past decade.

As a leader, Pete is fearless in confronting (and leading others to confront) flaws in infrastructure that threaten the stability of the whole—whether those flaws are in the School's financial structure, physical plant, or governance structure. His scrutiny has been wide and probing, and he has committed extensive time to strengthening this school. Pete has become an expert on pensions, construction, finance, and bonds; an astute fundraiser and ambassador; and a risk manager

par excellence in the complex and changing setting of schools today. Most importantly, from my perspective, he has been a full partner and mentor in the continual work of helping Middlesex find its promise as a leader in secondary education and in making sure that we do the very best work possible for our students and their families. Pete's patience, generosity, thoughtfulness, tenacity, and wisdom have been significant off-the-book assets for Middlesex during his tenure as Board president. As an English teacher, I cringe at the overuse of the platitude “countless”; however, it is not possible to tally Pete's contributions on any score sheet. All I can offer on behalf of the School are enormous and heartfelt thanks.

As Pete graduates with the class of 2015, Stephen Lari '90 will assume leadership of the Board. We are thrilled that Stephen has made room for this responsibility in his life; he has been a terrific member of our Alumni Association Board as well as chair of the finance and budget committee as a Middlesex trustee. He brings a deep love of the School and a sophisticated understanding of its strengths and its needs to his leadership; he is deeply invested in the School's success in the best ways. Having spent this past year working closely with Pete and with me, Stephen has already shown himself to be a fine leader.

So we will close the book on the 2014–15 school year and open it next fall with renewed excitement and special enthusiasm for the great things that lie ahead.

A handwritten signature in black ink that reads "Kathleen C. Giles". The signature is written in a cursive, flowing style.

Middlesex

Spring 2015

Head of School
Kathleen Carroll Giles

Director of Development
Heather Parker

Director of Advancement
George Noble

Editor
Maria Lindberg

Design
NonprofitDesign.com

Photography
Joel Haskell
Robert D. Perachio
Tony Rinaldo

Letters to the Editor Letters to the editor are welcome and may be edited for clarity and space. Please send your letters to Editor, Middlesex Bulletin, 1400 Lowell Road, Concord, MA 01742, or e-mail mlindberg@mxschool.edu.

Alumni News We welcome news from alumni, parents, and friends of Middlesex School. Please send your news and labeled photographs to Alumni News, Middlesex School, 1400 Lowell Road, Concord, MA 01742, or e-mail alumni@mxschool.edu.

Address Corrections Please notify us of your change of address. Write to Middlesex School, 1400 Lowell Road, Concord, MA 01742 or e-mail alumni@mxschool.edu.

Parents of Alumni If this magazine is addressed to a son or daughter who no longer maintains a permanent address at your home, please advise us of his or her new address. Thank you!

Contents

Mission Statement

Middlesex School is an independent, non-denominational, residential, college-preparatory school that, for over 100 years, has been committed to excellence in the intellectual, ethical, creative, and physical development of young people. We honor the ideal, articulated by our founding Head Master, of “finding the promise” in every student, and we work together in an atmosphere of mutual trust and shared responsibility to help students bring their talents to fruition as knowledgeable, capable, responsible, and moral citizens of the world. As a community, we respect the individual interests, strengths, and needs of each student. We also value the rich diversity of belief and experience each of us brings to the School.

We expect that each student will bring his or her best efforts to the shared endeavor of learning and that the School, through its faculty, will engage and encourage each student’s growth, happiness, and well-being. We aspire for all Middlesex students to develop personal integrity, intellectual vitality and discipline, and respect for themselves and for others. We expect each student to engage energetically and cooperatively in the life of the School, and we seek to inspire in all students the desire to seek understanding of themselves and the larger world, both now and in their futures.

On the Cover

The Terry Room in Eliot Hall, photographed by Stephen Grant.



Features

20 Being Present:

Mindfulness at Middlesex

With the leadership of Doug Worthen '96, students and adults in the school community are realizing the benefits of meditation in reducing stress and improving performance.

24 On Target

Mx2: The Campaign for Middlesex is going strong, completing the Residential Life Challenge and making great progress with the Bass Family Challenge to Benefit the Arts.

28 Farm and Function

The renovation of the Paine Barn—and the construction of a small, adjacent building—have provided the Facilities and Operations Department with a new home on Lowell Road.

Departments

2 Life 360

The Final Hub Lecture; A Morehead-Cain Scholar; March Travels; Three Sisters; Promoting Education and Interfaith Cooperation; The Children’s Play; C-Art Collaboration; Painting Machine; Coach Lang Enters Hall of Fame; A New Speaker Series; Taking on Leadership

12 Middlesex People

Trustee Transitions for Pete Olney '66 and Stephen Lari '90; Patrick Callahan '97 Discusses Diversity; Ryan Melia '07 and PigPen Perform; A Classical Cooper Concert

16 Team Highlights

Standout Seasons for Boys’ X-C and Soccer; Alpine Skiing and Wrestling Set Records

32 Upcoming Middlesex Events

33 Alumni Notes and News

Class Notes; In Memoriam

48 Back Story

Time Travel



Established as a respected astrophysicist and professor at MIT, a bestselling author, and an active social entrepreneur, Dr. Lightman had much to discuss with students after his talk.

“The Hub” Ends on Inspirational Note

For nearly a decade, an engaging lecture series known as “The Hub at Middlesex” brought intellectual luminaries from a variety of academic disciplines to campus, taking advantage of the School’s proximity to Boston and its many distinguished institutions of education and research. In addition to the inaugural address by former Poet Laureate Robert Pinsky, talks were given by 21 other eminent guests, from Pulitzer Prize winners like biologist E.O. Wilson and author Junot Díaz, to McArthur Fellowship recipients like biochemist Angela Belcher and astronomer Sara Seager, to Nobel Prize winners like physicist Frank Wilczek and economist Peter Diamond.

On November 3, the series’ culminating lecture was appropriately delivered by its founder, Dr. Alan Lightman, father of Elyse ’98 and Kara ’05. Asked to share the story of own unique career path—which he wryly dubbed “schizophrenic”—he talked about the interests and decisions that led him to

become an astrophysicist, educator, writer, and social entrepreneur.

Beginnings

“From a young age,” Dr. Lightman began, “my passions were divided between science and art, and I have been fortunate to make a life in both.” Mesmerized by the sound and meaning of words, he wrote poems in childhood and was amazed that intense emotions could be evoked by “black marks on a white page.” At the same time, he loved to build things and avidly conducted his own experiments. “When these projects went awry,” he continued, “I found fulfillment in mathematics.” He loved geometry, the abstraction of algebra, and solving for X through a logical process that would lead to an answer “as crisp and clean as a new \$20 bill.”

Dr. Lightman’s love of language was evident even as he described his passion for quantitative pursuits. Yet, he remembers deciding to delay his writing ambitions until he was established as a scientist—a theorist at that, given his many incendiary, failed experiments.

Creative Breakthroughs

After graduating from Princeton, Dr. Lightman relished his “first love affair” with original research at Cal Tech—an exciting place and time to be studying black holes. Having been given a thorny question to resolve, he struggled and considered quitting physics entirely. Then one morning, he suddenly viewed the problem from a different perspective and discovered a solution during “a creative, beautiful moment when I was alone with this problem.”

He observed, “I have had the same sensation many times when I am having an insight about a character I am trying to create. The sensation of creativity is the same for all disciplines.” Following a period of study or preparation, he explained, the mind will get stuck, until a subconscious shift in view leads to insight and understanding. He encouraged students not to give up when they are stuck

and to consider it part of a process.

Philosophy and Philanthropy

Moving from post-doctoral work at Cornell to teaching and researching at Harvard, Dr. Lightman secured the first joint position in physics and writing at MIT in 1990. Soon after, his novel, *Einstein's Dreams*, became an international bestseller. He is now the author of several books and numerous articles and essays. And while he allowed that scientists and artists differ in some ways, both are seekers of truth, whether in the form of a finite answer or an expression of the human condition.

Also a social entrepreneur, Dr. Lightman talked about the Harpswell Foundation, which he founded in 2003 to enable Cambodian women to attend college by building dormitories for them in Phnom Penh. Previously, the lack of such housing was an obstacle that prevented most women from pursuing advanced education.

Reflecting on the success of this undertaking, Dr. Lightman told students, "I didn't know anything about fundraising, but I wanted to help these women, and I learned what I needed to know." Encouraging them in their own future endeavors, he said in parting, "You can do anything you want to, if you want it badly enough." **M**

Miles Petrie '15: Morehead-Cain Scholar

Widely recognized as an educational opportunity of a lifetime, the Morehead-Cain Scholarship is a coveted prize indeed, one that is offered to a small fraction of the exceptional students who apply for it each year.

For the second time since 2006, when the School was first invited to nominate one candidate annually, a Middlesex senior has earned that singular honor. Just before spring break began, Miles Petrie '15 learned that he had been named a Morehead-Cain Scholar.

Supporting Future Leaders

In addition to four years of tuition at the University of North Carolina at Chapel Hill, Morehead-Cain Scholars receive an annual stipend to cover expenses, customized summer internships, "discovery" funds for additional learning opportunities, and access to some of the most influential scholars and leaders in their chosen field of study. In return, they are expected to pursue their passions and strengths, to strive to fulfill their potential, and to take up the challenge of making a difference in the world by growing and developing as a leader.

Identifying Promise, Principle, Purpose

Surprised and pleased to have been nominated by Middlesex, Miles remembers thinking, "It seemed like a huge longshot; only three percent of the applicants are selected." Yet, Miles has certainly distinguished himself as a high-honors student and a leader in many areas. A proctor, peer tutor, choral officer, cellist, head of Freedom of Speech, and cross-country captain, he is also an outstanding lead performer in the School's dramas and musicals.

On becoming one of 120 finalists, Miles flew to UNC to spend four days there, the final step in the selection process. "The people I met were intellectually engaging," he



Pictured here playing Mark in Middlesex's spring 2014 production of *Rent*, Miles Petrie '15 is known as a talented actor and singer—as well as a strong student and cross-country captain.

says, "and many current students earnestly said that this was the best decision of their lives. They have the freedom to craft their own course of study, and the network of the scholars is unparalleled."

Since the Morehead-Cain Foundation was established in 1945, nearly 3000 scholars have been appointed. As one of the 60 designated recipients this year, Miles may now choose to be among this esteemed community. **M**



Dressed for an evening at the opera in Milan, Middlesex students and chaperones were ready for the musical experience of a lifetime: seeing *Aida* at La Scala.

New Horizons

Intrepid faculty members who have previously led Middlesex trips set out once again with student groups as soon as the March break began. This time, though, each tour ventured into new territory, as Chinese Department Head Annie Ku added Taiwan to the itinerary for her seventh trip to China. And for their second foray into the art and music of a European country, Visual Arts Department Head Stacey McCarthy and Music Department Head Pierson Wetzel led the way to northern Italy.

Lo Stivale

The very day that classes ended, 22 students and four chaperones departed for Venice, where they took in as much of the city as possible, from its architecture and gondolas to the Murano Glass Factory and the symphony at Teatro Malibran. “When we toured La Fenice opera house, there was a rehearsal going on,” remembers Miles Petrie ’15, “and

we were surprised to see how similar it was to one of our musical theatre rehearsals.”

Though she appreciated the Jackson Pollack exhibit at the Peggy Guggenheim Collection, Shannon Wing ’17 found that Florence was her favorite city. Given time to explore the area with friends, she enjoyed stopping at cafes, having a gelato while listening to a street musician’s performance, and seeing the sunset from the top of the Duomo.

“The view was breathtaking,” Miles confirms. Also amazed at the sheer size of the Uffizi Gallery, he adds, “It was almost comical how many paintings I recognized from freshman art history!”

Most memorable of all may have been the final stop in Milan, where in addition to a castle, a cathedral, and two museums, they saw Verdi’s opera, *Aida*, at La Scala. “That was incredible,” Miles stressed. “It was the highlight of the trip—and perhaps a lifetime.”

Peking and Formosa

On arriving in Beijing on March 8, four students and two faculty members made the most of four days there. “I liked climbing the Great Wall,” says Kaavya Ashok ’15. “It was interesting to see how ancient meets modern throughout the city.” The trip was expertly organized once again by current parent Pei Pei Zhang (mother of David Fan ’15), and the travelers also appreciated being hosted by the parents of Renee Li ’17 and Harry Xue ’17. Will Gardner ’12 was helpful and informative, too, as he was studying in Beijing for his Chinese and economics majors at Edinburgh University.

The journey around Taiwan started at Taipei’s National Place Museum and continued on to other sites and parks. Toucheng Leisure Farm and Taroko Gorge were two of Kaavya’s favorite natural spots, but she was likewise impressed by Taipei 101, once the world’s tallest skyscraper. An evening of authentic Taiwanese cuisine—courtesy of the mother of Nick Liu ’16—was a wonderful ending to an amazing tour. **M**

Three Sisters

November 14–15, 2014

Directed by Tom Kane

Technical Direction by Ryan DuBray

Costume Design by Kim Brown

Photography by Robert D. Perachio

Stuck in a provincial town ever since their father's death, the three Prozorov sisters—Olga, Maria, and Irina—long for the culture and possibilities of Moscow, their childhood home. But as the years pass, and their dreams of love and escape prove elusive, the sisters are forced to search for a different meaning to their stunted lives amid a changing Russian society. “If we only knew,” laments Olga, “if we only knew.” Enhanced by the perfect set and period costumes, the quiet Chekhov tragedy was movingly presented by a seasoned cast and capable technical crew, whose subtlety and skill impressed Middlesex audiences last November. **M**





While acknowledging that more children have access to education today, Dr. Fernando Reimers discussed improving the quality and relevance of that schooling, making sure that the skills and knowledge taught are engaging, meaningful, and practical.

Promoting Peace with Education

An evening chapel presentation on October 24, 2014, by Dr. Fernando M. Reimers gave the Middlesex community another opportunity to consider the availability, power, and value of education worldwide—issues raised by this past summer’s inspiring All-School Read assignment, *I Am Malala*. A scholar of international educational policy, Dr. Reimers is the Ford Foundation Professor of Practice in International Education and the director of both the Global Education Innovation Initiative and the International Education Policy Program at Harvard University. Also a personal friend of Malala Yousafzai, he adeptly placed her advocacy of girls’ education in Pakistan within a broader context, providing statistics about global education that dispelled a few old myths—and raised a few new questions.

Establishing Schools for All

Noting that two weeks earlier, the Nobel Peace Prize had been awarded to Kailash

Satyarthi and Malala Yousafzai, both activists for children’s right to education, Dr. Reimers asked, “Why would the Nobel Peace Prize be given to them? What is the connection between education and peace?”

Echoing the 17th century educator and philosopher John Comenius, Dr. Reimers contended that education is the very root of peace and that without it, people do not know how else to resolve differences except through fighting. Providing a brief history of education prior to World War II, he said that structures for public education only became widely established after the Universal Declaration of Human Rights, which was supported by former First Lady Eleanor Roosevelt. Within this declaration, Article 26 states that education is a basic human right, an assertion that led to the creation of UNESCO and other organizations that have since worked to ensure the development of public education.

Equal Access, Quality, and Quantity

“Sixty years ago,” Dr. Reimers said, “the majority of children had no opportunity to enroll in the first grade.” Today, he noted, most children in the world have access to education, yet there remains a great variation among nations in terms of how much schooling boys and girls receive—a discrepancy that Malala’s story poignantly illustrated.

“Malala’s campaign is about the education of girls,” he said, taking time to refute several myths about girls’ comparative scholastic abilities and the reasons that they end their schooling earlier than boys. “How do you stand on the shoulders of Eleanor Roosevelt?” he challenged Middlesex students. “There are still gaps in access to education. This is the challenge: that all girls have access to education and that the education all students receive is of value.”

Dr. Reimers stressed that one must think about the content and relevance of the education being offered and the methods of assessing the effectiveness or success of students’

schooling. “Just being in school isn’t the whole answer,” he said. “It doesn’t make you develop agency and direction, nor does it allow you to know what you want to do with your life.”

The Power of One— or More

On hand to see Malala recognized by the Harvard Foundation a year ago, Dr. Reimers was impressed by her composure and humility, as she said, “I don’t want you to think I am in any way special; it is just that in a context of grave injustice, when no one does anything, the voice of a single person can make a big difference.”

In turn, Dr. Reimers asked, “How can we advance this cause of improving access to education of value?” Suggesting several career options that students might consider—such as working for international development agencies or NGOs—he also encouraged students to be creative and take advantage of newer tools that they have at their disposal, like YouTube, to communicate ideas on a larger scale. For with commitment and creativity, one individual like Malala, or a small group of talented, collaborative people, can indeed make a difference and achieve results. **M**

Toward Interfaith Cooperation

In evening chapel on March 27, 2015, the School considered a different aspect of the 2014 All-School Read, *I Am Malala*: the religion of Islam and how Muslims may differ in their interpretation and expression of their faith.

Handling a complicated topic with impressive ease was Usra Ghazi, a graduate student at Harvard Divinity School and Public Policy Fellow of the Rappaport Institute for Greater Boston at the Harvard Kennedy School of Government. Currently working on faith-based engagement at the Mayor’s Office of New Bostonians, Ms. Ghazi is a longtime interfaith activist who first became involved in this work through Interfaith Youth Core, a nonprofit based in Chicago.

Articulate and poised, Ms. Ghazi also used her wit to dispel “the three biggest myths” about Muslims: that they are all either terrorists or superheroes (as in Marvel Comics); that when they radicalize, it always results in violence; and that they all look the same.

Sharing anecdotes from her own childhood in Illinois, and from her studies and

travels, Ms. Ghazi conveyed a sense of the diversity among Muslims. Some women might wear the hijab and others might not; some might drink alcohol while others do not. In short, she stressed, she has met a variety of Muslims who are only united in their belief that the Quran is their holy book. Beyond that, they may differ greatly in their interpretations of that text and in their religious practices.

After debunking each myth, she asked the audience to discuss with those seated near them a related question, giving her listeners time to think about the ways in which their religion or ethical code informs and affects their own lives.

“Islam is a diverse religion,” Ms. Ghazi said, “and the same disagreements that divide Muslims are sometimes at the root of the biggest conflicts in other parts of the world.” Rather than engage in “Islamophobia,” however, she encouraged everyone to be critical thinkers. “The first step in understanding someone else’s background is to ask about it,” she maintained. **M**



Through her own early participation with Interfaith Youth Core, Ms. Ghazi saw firsthand that students who came together because of their interest in different faiths could successfully collaborate on projects, changing the expected narrative from conflict to cooperation.



The 2015 production—*Snow White and the Seven Robbers*—had many of the requisite fairy tale elements, including a prince and an evil queen with a magic mirror.

A New Tradition: The Children's Play

Once upon a time, there were two senior girls—Jordan Ashwood '09 and Bailey Hoar '09—who wanted to provide an entertainment for children during the holiday season. Consulting with Performing Arts Department Head Tom Kane, they came up with the idea of putting on a play.

But since December was already a busy month, the performance was moved to January, and it was an instant hit. Appealing to “an audience that was excited to see another,” as Tom recalls—and doubling students’ chances of getting cast in a first-semester production—the children’s play soon became an annual tradition, marking its seventh turn in 2015.

Middlesex has a long history of encouraging students to direct one-act plays each winter, but the children’s play offers a more comprehensive opportunity. “It’s not just that you’re the director—you’re in charge

of everything,” Tom stresses. “It’s quite an experience.”

From the ample supply of scripts stemming from the English tradition of pantomime, this year’s director, Hannah Platt ’15, selected *Snow White and the Seven Robbers* for its humorous characters, like the “sassy” Mirror. Ready to direct after acting in previous children’s plays, Hannah reflects, “I liked this small-scale opportunity to be involved in theatre, instead of a huge production like the fall play or the musical.”

Still, the project required about an hour of Hannah’s time each night, from the October auditions through the late-November rehearsals. Learning to manage a cast of 16 and a crew of eight was perhaps the biggest challenge, one that was offset by seeing actors excited and prepared to rehearse. By performance time on January 10 and 11, Hannah was pleased to see “how invested they were in it, and how everyone pulled together and made it work in the end.”

For the last four years, the children’s play has also served another worthwhile purpose: raising funds to support the Linawo Children’s Home for orphaned children in South Africa’s Cape Town area. Since 2009, a number of Middlesex students have volunteered at Linawo, and this support continues with the play’s proceeds, which help purchase clothing, food, school supplies, and other basic necessities.

This philanthropic aim, the directing experience, and the surprising joy of performing for youngsters are among the great benefits of the children’s play, Tom finds. “But my favorite moment—and it’s become a tradition since the very first show,” he adds, “is when the kids in the audience are invited to come on stage to meet the actors in costume. They don’t know they are meeting a Middlesex sophomore; they think they are meeting Snow White.”

Having witnessed it from her director’s chair, Hannah concurs. “They thought everything was real. It was fun to watch them.” **M**

Creating and Curating with C-Art

Thanks to a unique, local program called C-Art, Sam Cadigan '16 and Lily Henderson '16, were among nine students who got to learn all the facets of curating an art exhibition by working with museum curators, educators, and artists. Their seminar culminated with curating a real exhibition: "Look Me in the Eye: Perception and Identity in the Screen Age," on display at the Concord Art Association from April 9 to May 23, 2015.

The exhibit is a collaborative piece created by a group of professional artists and nearly 50 students—including 17 from Middlesex—who explored the relationship between perception and identity in today's world, where personal interactions are mediated through a screen, personae are curated for unknown audiences, and direct eye contact can be avoided.

Developed last year to support young, emerging artists, C-Art is the collective effort of the Concord Art Association and art faculty from Middlesex, Concord Academy, and Concord-Carlisle High School. Through sharing talents and ideas, C-art aims to enhance the programming of each school, while also benefitting the broader Concord community.

At the opening of the Wood Gallery exhibit by Jim Sperber (standing at far right), senior artists taking Advanced Placement Studio Art put the finishing touches on a Sperber-inspired painting.

Painting Machine

Through the visits of contemporary artists who exhibit their work in the Wood Theatre gallery and meet with classes, Middlesex students regularly have the opportunity to expand their understanding of what inspires different artists and how they explore ideas.

When artist Jim Sperber came to campus in January to install his show, "Painting Machine," he not only discussed his own creative process with every studio art class, but he also came prepared to let them try their hands at it, too. After placing a red, 36-inch square panel, with 27 horizontal wires stretched across it, on the floor—and surrounding it with four dark walnut-stained, smaller panels—he then explained his unique paint-dripping technique.

"I like setting up a studio environment in a gallery space," Mr. Sperber explains. "Having the audience or a select group participate in the act of drip painting is truly an exciting and enriching experience for both the participants and the audience in attendance."

Each class that met with Mr. Sperber was given the opportunity to contribute their

marks to the ongoing painting that progressed over the next two days, culminating with a live performance the night of the opening. "The Advanced Placement Studio Art students came up with the concept of the top part being warm colors and the bottom being cool colors, which worked very well," he says.

"High school students by nature are very interested in representation, whereas Jim is exploring line, balance, and color," notes Visual Arts Department Head Stacey McCarthy. "He encouraged students to consider abstraction in a way that they typically don't, and he was incredibly collaborative, enthusiastic, and generous."

"It was a different take on painting, an innovative way to do art," observes Gabe Smith '15, who is assembling a portfolio in the AP Studio Art class.

Fellow AP student Diana Uhrig '15 especially appreciated Mr. Sperber's critique of their portfolios. "He has struggled with the same things that we do," she says. "It's great that we have all these influences—the gallery upstairs and artists who talk about their process." **M**





Athletic Director and Head Football Coach Joe Lang (on right) and his longtime Assistant Coach Tom Bond (on left) strode along the sidelines together in this image from the 2005 season.

Coach Lang Enters Hall of Fame

He is by no means ready for retirement—but the achievements and expertise of Middlesex Athletic Director Joe Lang have already drawn important notice. On April 26, 2015, Joe was one of six veteran coaches to be inducted into the Massachusetts High School Football Coaches Hall of Fame.

Before taking over Middlesex's football program in 1996, Joe had already coached at Malden Catholic from 1975 to 1990, winning one Catholic Conference Championship. Moving on to Milton Academy from 1992 to 1995, he enjoyed an undefeated ISL Championship season and a New England Bowl appearance in 1995. In his 19 years at Middlesex—during which he coached both of his sons, Joe '99 and Tom '06—his teams have won ISL titles in 1998 and 2003, and he has coached teams in four New England Bowl games, winning three and amassing a head coaching record of 174-159-6.

Joe was also a part of the coaching staff in the Shriners All-Star Football Classic in 1987 and 1999 and was a head coach in the Agganis All-Star Game in 1989. He was inducted into Malden Catholic's Hall of Fame in 1996 and won the New England Football Officials Association's Coach of the Year Award in 1989. In addition to football, he has also coached baseball at Middlesex and Malden Catholic.

"It's been interesting," Joe says, reflecting on his 39 years as a head coach. "The players are always changing—every 10 years or so you can see it. Your message can never change, but the delivery of that message must change with every new generation of players you coach. The kids are all great, and the challenges help to keep you young and energized."

On the sidelines, as on the field, football is a team effort for Joe. "I have had an outstanding group of assistants with me at every school. Having the same assistants with you for long stretches always makes it easier; it gets so everyone can read everyone else's mind." In fact, Joe is pleased that one of his longtime assistants, Tom Bond, was also honored on April 26 as a Massachusetts High School Football Coaches Assistant Coach of the Year for his work at Middlesex.

"I have been blessed to have been the head coach at three outstanding schools, all different in many ways, but similar in the dedication and talent of their athletes and the supportiveness of their administrations," Joe says. And to be inducted into a group of coaches that includes many men he looked up to as a player and young coach is "an absolute honor." **M**

Based on Stephen Tobey's Concord Journal article, "Lang Enters Hall of Fame."

New Lecture Series Highlights Quantitative Pursuits

Thanks to a thoughtful gift from a current parent, the Middlesex Speaker Series in Math and Science began on May 12, 2015.

The series was established to bring inspiring experts in the fields of physics, chemistry, mathematics, or engineering to campus to share their professional experience with Middlesex students. As the donor relates, “There are many fascinating and relevant stories to be told that revolve around subjects such as energy and how to generate, store, and transmit it; material science and how to design materials with desired properties; and construction engineering and how to build in a constrained environment.”

Accepting the School’s invitation to serve as the series’ inaugural speaker was Kara Johnson ’91, who earned her B.S. and M.S. at Stanford University and has a Ph.D. in materials and design from Cambridge University. After working for IDEO in San Francisco for 15 years, she recently joined a startup that is aiming “to build a better light switch.” Kara is the co-author of two books, *Materials and Design* (with Mike Ashby), and *I Miss My Pencil* (with Martin Bone). Look for more on Kara’s lecture in the Fall 2015 *Bulletin*.

On Leadership and Responsibility

To initiate thinking about their senior year and the leadership roles that lie ahead, Middlesex juniors gathered for an evening chapel on January 23 to hear an engaging guest speaker, the Reverend John H. Finley IV.

Mr. Finley is the co-founder and head of Epiphany School, a tuition-free, independent middle school for children of economically disadvantaged families from Boston neighborhoods. Since establishing Epiphany in 1997, he has helped launch 19 similar schools across the country. Also an Episcopal priest, he serves the parish of St. Mary’s in Dorchester, Massachusetts, and is also affiliated with the Church of the Redeemer in Chestnut Hill.

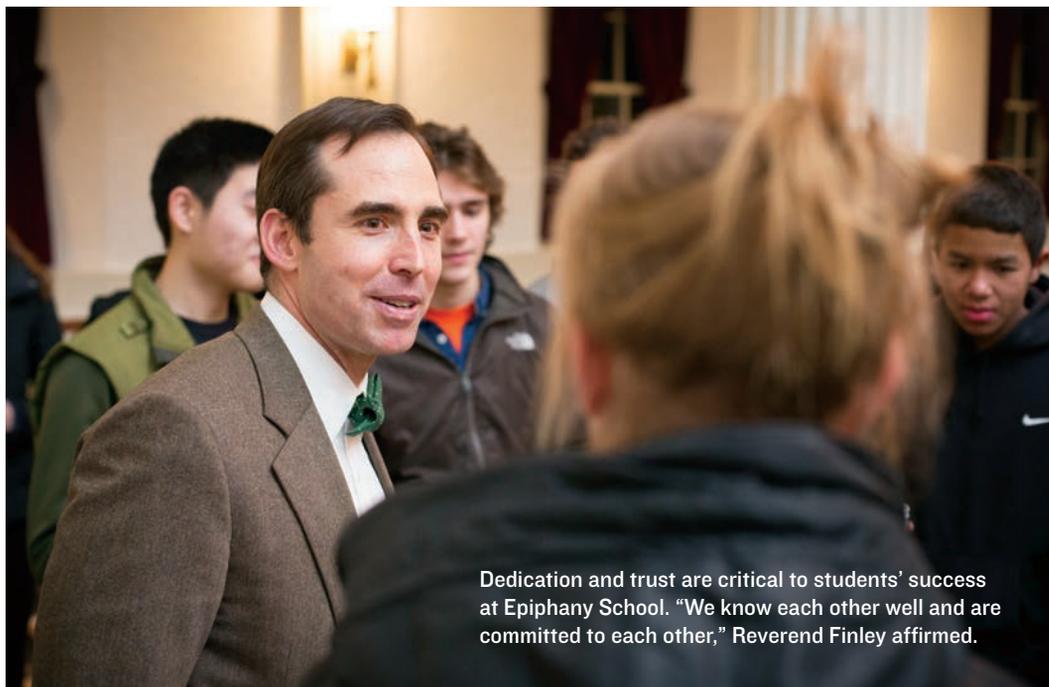
As a Groton graduate, Mr. Finley told the juniors that he felt as though he had “been where you are.” Since his Harvard graduation, he has found work that is both greatly needed and highly rewarding. Because at-risk students’ test scores start to decline in the fourth and fifth grades in the Boston area, it was clear to him that an intensive middle school program might make a difference in the long-term

success of those children. To that end, Epiphany’s school day is long—from 6:00 a.m. to 7:50 p.m.—and includes classes, sports, three meals, and homework support during an 11-month academic year.

Epiphany works closely with students’ families, Mr. Finley said, to make education a shared endeavor. Even after students graduate, Epiphany continues to help its alumni with getting summer jobs, SAT preparation, and, later, full-time employment.

Adhering to Epiphany’s policy of never expelling a student can be a challenge, Mr. Finley acknowledged. Nevertheless, he affirmed, “I love what I do. It can be really hard not to give up on a kid; but, all kids want to have a good day, and you have to figure out how to make that happen.”

With his characteristic optimism and warmth, Mr. Finley urged the juniors to “find work for others,” adding, “I encourage you to be liberal and generous with what you have. Figure out how you can serve others—it is most rewarding.” **M**



Dedication and trust are critical to students’ success at Epiphany School. “We know each other well and are committed to each other,” Reverend Finley affirmed.

Trustee Transitions

Board President Pete Olney '66 Steps Down



Presiding over the 2012 graduation ceremony, Board President Pete Olney '66 welcomed that year's dynamic guest speaker, the Reverend Joseph P. Watkins '71, to the podium. (photo by Tony Rinaldo)

Unflappable, consistent, articulate, and empathetic—these are among the qualities that fellow trustees and Middlesex administrators have appreciated in Board President Pete Olney '66, who is set to conclude his eight-year tenure at the helm this summer. “He’s had a very steady hand on the rudder,” approves Trustee Emeritus Jim Oates '65, also a former Board president. “Middlesex has emerged stronger than it’s ever been.”

An alumnus whose brother Rick '57 and two nephews, Rick '85 and Sandy '89, also attended the School, Pete first served Middlesex as a class agent for many years before his own sons, Austin '00 and Warwick '00, enrolled in 1996. The following year, Pete became the president of the Middlesex Parents' Committee and joined the Board on a pro tem basis. When that responsibility was coming to a close in 2000, he was asked to continue on as a trustee and eventually chaired the finance and budget committee—

a position he considers “an important apprenticeship” for learning the intricacies of Middlesex’s budget.

“It was a great introduction to policies and choices the School needed to make,” Pete reflects. Moreover, on being appointed Board president in 2007, he found, “I had a lot of help and advice from former Board presidents—Jim Oates '65, Rick Burnes '59, and Tom Bancroft '47. This was a huge assistance in making the transition from being responsible for a committee to being responsible for the whole Board.”

Similarly, Pete has appreciated the support of the School’s administrators. “The complexity of the whole school revealed itself with frequent contact with the highly talented senior administrative team and with my calls with [Head of School] Kathy Giles,” he says. “It was a continuing learning experience.”

Navigating through global economic recessions felt at times “like we were facing constant headwinds,” Pete allows. Today, with more than \$130 million committed to the ongoing *Mx2* capital campaign, he marvels, “It is remarkable how the School kept moving forward through all the financial turbulence; passionate teachers and extraordinarily generous and supportive parents and graduates continually sustained Middlesex.”

Much has been accomplished during Pete’s presidency, from approving a Strategic Plan to setting fundraising goals and getting *Mx2* underway to addressing significant issues of sustainability and deferred maintenance on campus. The School has reduced its carbon footprint by more than 20 percent, resumed the schedule of renovating older dormitories, and drafted plans for a new dorm and—at last—a home for the music department that will result from repurposing the School’s old boiler room and the adjacent Facilities and Operations building.

“I think Pete’s contributions to the Board predate his great work as its president,” Kathy Giles adds, thinking of his work with Trustee Mary Ann Tynan and the resulting Board

report that outlined the goal of becoming the “premier, small, national boarding school.” From Kathy’s perspective, “Pete provided a marvelous blueprint for me as I came to the School, which set us up for a successful reaccreditation in 2005 and launched the strategic planning initiative and the capital campaign. There was a lot of ground work that he laid several years before becoming Board president that has proven to be invaluable to the School.”

Reluctant to take credit for these projects and developments, Pete prefers to focus on the collaborative efforts of everyone involved in these recent advances. “The one thing I hope will be recognized is the amount of work that has gone into the planning and execution of these new programs and projects,” he says, giving credit to the many people who have worked on behalf of the School. “The amount of energy and thought that has been contributed to helping Middlesex find its promise was a daily reminder to me of how passionate the Middlesex community is about the School and its mission.” **M**

From Treasurer to President Stephen Lari '90 to Lead Board

Like his predecessor, Pete Olney '66, Stephen Lari has remained close to Middlesex ever since he graduated in 1990. Serving first as a class agent and reunion chair, he then joined the Alumni Association’s Board of Directors and, in 2008, became a trustee. As Stephen observes, “My time at Middlesex is now more about the last 25 years than the three years I spent there as a student! It’s been a lifelong love affair.”

A graduate of Trinity College with an M.B.A. from Columbia, Stephen is a principal in charge of international development activities for Claremont Group, a real estate development firm based in New York City with 30 years’ experience in commercial, residential, and hospitality projects. Along with his professional expertise—a key advantage with a new dorm, music building, and arts renovations on the horizon—Stephen has a thorough understanding of the School’s operations, having ably chaired the finance and budget committee for three years and served on the campaign steering committee, among many other assignments. “I think he’s got very good financial judgment,” affirms Trustee Alex Banker '79, “and he’s a really good listener.”

Trustee Cory Hajim '90 has long been impressed with her classmate’s skills and perspective. “Stephen’s work has given him tremendous experience in managing complex projects with diverse constituencies under sometimes difficult circumstances,” she says. “That proficiency will benefit Middlesex.”

Even at Middlesex, Stephen bridges different eras of the School. He received his diploma at the end of Headmaster David Sheldon’s 26-year tenure, yet Stephen is also



the first Board president to have attended coeducational Middlesex. While recognizing the differences in alumni experiences from one decade to another, he has found, “Our ties to the School are certainly the same. Many of my best friends are from Middlesex, and that’s a large part of why I chose to remain so involved.”

He will soon be even more connected with everyday school matters, a transition he is excited to make, noting, “We are lucky to be involved with a place that is soaring for all the right reasons.” **M**

Living and Thinking Globally

2015 Diversity Symposium



“Middlesex played a huge role in opening the aperture of my life,” said Patrick Callahan '97 (on right, with Sean Mullin, screenwriter and director of *Amira and Sam*). “My idea of diversity and what the world looked like had been very small.”

To open this year's Diversity Symposium on February 20, 2015, Middlesex welcomed back Patrick Callahan '97, who enthusiastically introduced the film, *Amira and Sam*, for which he served as an executive producer.

A Veteran View

Bringing with him the movie's screenwriter and director, Sean Mullin, and actress Dina Shihabi (who played Amira), Patrick praised the film for having “an accessible piece about what it is like for veterans to reintegrate in civilian life after being in a war.” Having served in the military for 10 years, including several tours in Iraq, Patrick was pleased to contribute to a project led by a fellow veteran; a West Point graduate, Sean also served in the Army and was stationed at Ground Zero while in the National Guard.

After viewing the movie, the School was treated to a Q&A session, gaining insight into the inspiration for the story and the collaborative process of filmmaking. Departing from typical military plotlines, Sean explored a different idea: What if a soldier comes home fine, but America has lost its mind? He combined that concept with the unlikely love

story of Sam, a recently discharged American soldier, and Amira, the niece of Sam's Iraqi translator. When asked if he had a particular message in mind for the movie, Sean replied, “Challenging perceptions.” He wanted not only to show the tension between who people are and who they think they are but also to question common assumptions about veterans and immigrants. “You can't paint everyone with a broad brush,” he said.

Bridging Cultural Conflicts

Conversation continued in a broader context the next morning during a panel discussion moderated by three Middlesex faculty members: Carmelo Larose, director of community and multicultural development; Tasheana Dukuly, coordinator of multicultural student outreach; and Tom Kane, head of the arts division. Two more guests also joined the group to talk about their work and reflect on its connection to the film.

As the national policy director at The Iraqi Refugee Assistance Project, Katherine Reisner spoke about her efforts to advocate for refugee clients, helping them to navigate the complexities of American immigration law. Also joining the panel was Monica Veth, who serves as an outreach/case management coordinator for Lowell Community Health Center Teen BLOCK. Many of the Cambodian teenagers she mentors there are trying to negotiate the conflicting values of more than one culture—just like Amira and the actress who portrayed her.

While the panelists ostensibly represented a range of fields—from artistic and legal realms to military and nonprofit organizations—their concerns were surprisingly interconnected and centered on similar goals: freedom, family, and home. As one panelist summed up, “With each interview that I do, I find that people are people are people, despite cultural differences.” **M**

PigPen Concert Kicks Off Tour

Ryan Melia '07 returned to his Middlesex roots on the night of March 28, 2015, when he performed for the school community with his band and touring company, PigPen Theatre.

PigPen Theatre Co. has produced award-winning, off-Broadway hits, such as *The Old Man and the Old Moon*, and was recently featured in *Speakeasy*, a *Wall Street Journal* blog.

Before embarking on a tour of 37 cities to promote the latest PigPen album, *Whole Sun*, Ryan wanted to warm up for the tour where it all began for him: in the Terry Room—and in the style of “Freedom of Speech,” as Middlesex calls its student-run events where singers, songwriters, and musicians can perform for their peers.

As a student, Ryan was a regular at Freedom of Speech concerts, and he was an outstanding lead actor in many productions. The day after their concert, Ryan and PigPen gave a two-hour theatre workshop for all interested students. Through playing PigPen’s favorite theatre games—and viewing videos of their work—students gained a real appreciation for the role of collaboration in a creative process.

In the Key of C – for Cooper

It could be considered a classical “win-win.” Last January 9, Middlesex music enthusiasts had the pleasure of attending an exceptional concert given by two gifted siblings; meanwhile, the recitalists—vocalist Sarah Cooper '09 and violinist Thomas Cooper '13—gladly returned to campus for a chapel performance that also served as a rehearsal for their upcoming auditions.

Just two years ago, the School could regularly appreciate Thomas’ playing, both as a soloist and as a member of the Chamber Ensemble. “He was always so humble,” says his former conductor, Music Department Head Pierson Wetzel. “His ability exceeded his peers, but he was always gracious, helpful, and passionate about playing.” Now a conservatory student in violin and viola at Oberlin College, Thomas “has gone to a whole other level,” as Pierson attests, and is clearly thriving there.

“At Oberlin, the college rallies around your recitals, just like at Middlesex,” Thomas finds. “The biggest difference is having five hours a day to practice—and being expected

to practice that much, so that you can give your teacher a recital each week that is not only in tune but also emotional and moving. Middlesex and Oberlin are equally challenging—but in different ways.”

Seeing Sarah take center stage as an operatic soprano, however, was something of a surprise for her former teachers. Known as an earnest cellist at Middlesex, she had been quietly discovering her voice alone at home, accompanying opera videos on YouTube. “I was shy to use it,” Sarah allows, “but when I went to college, I really wanted to pursue it.” Joining Princeton’s Glee Club as a premed freshman, she started private voice lessons the next year. Having since earned a B.A. in French, Sarah is currently deciding where to pursue graduate studies in voice.

Still, performing in the School’s chapel for family, friends, and faculty has a special appeal for them both. “I have always wanted to come back and give recitals at Middlesex—and I hope to continue,” Thomas says. A receptive and admiring audience will certainly be waiting there. **M**



Music Department Head Pierson Wetzel with his former AP Music Theory students, Thomas Cooper '13 and Sarah Cooper '09. (photo by Tony Rinaldo)

Team Highlights

For more sports news visit
<http://athletics.mxschool.edu>



Girls' Cross-Country

Co-captain Mahal Alvarez-Backus '15 led the field on Groton Day this year, later helping her team place third among the 26 schools competing at the Division III New England Championships in November. A four-time All-New England runner, Mahal was also named All-League for the third consecutive year.



Football

Co-captain George Morris '15 led his team in carries and scoring last fall, earning All-League and All-New England recognition at the season's end.



Field Hockey

An All-League Honorable Mention in the goal for a second year, Co-captain Leah Olson '15 leads the charge in a defensive corner alongside (from left to right) Sage Nye '17, Katherine French '17, Brenna Chitkara '17 and Emma Fehnel '16. Emma and Co-Captain Jenna Doherty were named All-League, while Katherine also earned an Honorable Mention.



Football

Headed for Tufts University next year, Co-captain John Schuster '15 completes a pass play for a touchdown.



Girls' Soccer

Shannon Ryan's ('16) dynamic style of play brought her an All-League Honorable Mention. With her help, the team fought through a challenging season marked by several ties and close matches decided by a single goal.



Volleyball

In a game against Nobles during Middlesex's inaugural varsity volleyball season, outside hitter Lily Renneker '16 (center) is supported by defensive specialists—Nina Huttemann '18 (left) and Sarah Ong '16 (right)—while digging a ball to setter Leyla Hotamasligil '18. Facing established, high-level programs, the team proved competitive and will build on that strength next fall.

Hitting Their Stride

For the boys' varsity cross-country and soccer programs, 2014 was a triumphant season, with the former team performing an uncommon feat and the latter deservedly earning recognition for its development and sportsmanship.



Mission accomplished: Middlesex re-captured the ISL Championship trophy by dominating the water-logged and wind-swept terrain of Governor's Academy. From left to right are Gabe Smith '15, Will Fletcher '16, Co-captain Lucas Estrada '15, Viraj Deokar '16, Gavin Fujimori '16, and Co-captain Miles Petrie '15. Missing from the line-up is Matt Kafker '15. (photo by Andrew J. Beaton '98)

A Perfect Season— and Repeat MVP

The boys' varsity cross-country team had high hopes for a season that began, appropriately, with a strenuous hike up Mt. Monadnock in September. Decisively winning each meet on the fall schedule, the team then recaptured the ISL Championship that Middlesex had last claimed in 2012. Despite the wet conditions at Governor's Academy on November 1, Viraj Deokar '16 won the race for the second consecutive year and was closely followed by four intrepid teammates: Co-captain Lucas Estrada '15 (3rd place), Gavin Fujimori '16 (4th), Co-captain Miles Petrie '15 (13th), and Will Fletcher '16 (19th).

On November 9, the varsity achieved that rare thing—a perfect season—with a resounding win at the New England Championships at Vermont Academy. Viraj was the star of the day again, as his finishing time of 16:34 obliterated

the course record of 18:20. After a season of such outstanding performances, it was perhaps not surprising that Viraj earned the title of League MVP for the second year in a row.

Meanwhile, his teammates captured five of the next nine places, with each one of them also besting the previous record in this order: Lucas (2nd place), Gavin (5th), Miles (6th), and Will (7th). Along with Gabe Smith '15 (10th) and Matt Kafker '15 (17th), these top-20 finishers were named All-New England. Making the day truly memorable, the JV team also captured first place in its race.

The season was not only an unforgettable parting gift for Coach Jim Beaton, who will retire at the end of the year, but also a tribute to the cross-country program and the bonds that have developed among all participants—coach and runners—over the past four years.



Defensive stalwarts Brian Powers '15 and Dan Carlson '15 (in goal) smother a scoring attempt by a Wilbraham & Monson attacker in a 0-0 draw. Along with Logan Hallowell '15, the three co-captains led the varsity to a 10-5-2 record, earning the team both the Fritz Wiedergott Improvement Plate and the Blood Trophy.



Closely followed by his teammates, two-time League MVP Viraj Deokar '16 set the pace for Middlesex's win on the hilly New England Championship course at Vermont Academy. (photo by Blaine Alvarez-Backus)

Powerful—and Honorable —Opponents

Tallying an overall record of 10-5-2, the boys' varsity soccer team enjoyed one of its best seasons in recent years. Moving up in the league standings (from 2013 to 2014) by more points than its competitors, Middlesex consequently earned the Fritz Weidergott Improvement Plate for this accomplishment.

Additionally, Middlesex was voted to receive The Blood

Trophy, which is "awarded to the team that, in the opinion of other ISL teams, best exemplified the spirit of the game of soccer through their enthusiasm, effort, sportsmanship, dignity, and competitiveness...a team that both earned your respect and was an enjoyment to play." Since the honor's creation in 1985, Middlesex has earned the trophy eight times—notably, more than any other ISL program.

Team Highlights

For more sports news visit
<http://athletics.mxschool.edu>

Boys' Hockey

Co-captain Harrison Markell '15 looks for a tip-in in a game with Portsmouth Abbey. After a season that included such highlights as a major upset against Brooks and a stunning, overtime win against St. George's, both Harrison and fellow Co-captain Eric Shaw '15 were named All-League.



Boys' Basketball

On the way to a 50-37 victory against Groton, Co-captain Hamza Usman '15 passes the ball up the court on a fast break, meriting an All-League Honorable Mention and the Thomas R. Huckins Basketball Bowl at the season's end. The team won five of its last six games, finishing with an overall record of 13-12.



Girls' Hockey

Named All-League and All-New England, Co-captain Leah Olson '15 capped her fourth year on the varsity as the team's leading scorer for the season. Her last two goals were tallied in the final game, a nail-biter against St. George's, which ended 3-2 in Middlesex's favor.



Girls' Basketball

Co-captain Kathryn Barry '15 drives to the basket in a game against Brooks.



Girls' Squash

A two-year varsity co-captain and All-League Honorable Mention, Katie Bull '15 stretches for a backhand drive in a match with Nobles. Katie and fellow Co-Captain Zarena Jafry '15, also an All-League Honorable Mention, led their team to an impressive fourth-place finish in the highly competitive ISL.

Reaching New Heights

During a winter of record cold and snow, Middlesex teams set records of their own, with the wrestling squad placing higher than ever before and alpine skiing earning top spots in the ISL.



Flanked by their coaches—Dave Gutbrod (far left) and Dan Barber (far right)—jubilant Middlesex wrestlers celebrated their victory at the Northern New England Invitational, where the team finished first among 17 independent schools. (photo by Natasha Smith)



Standing with their coaches, Jecca Hutcheson (fifth from left) and Sam Hoar '07 (far right), the boys' alpine ski team clinched the league title with a slalom race at Nashoba Valley on February 18. (photo by Meg Ramsey)

Records for Wrestling

Building on the strength of last year's 13-7 season, the wrestling team once again distinguished itself with a series of successes, ending with a 14-4 record and the best placements in school history at league and New England tournaments.

Competing against 16 other independent schools at the Northern New England Invitational at Tilton School on February 7, Middlesex came away with the top prize. First-place medals went to the co-captains—George Morris '15, Gabe Smith '15, and Steve Zawada '15—along with Nick Agee '16 and Gavin Fujimori '16. Two silver and three bronze medals also contributed to the team's win, as did points earned by the program's first female wrestlers, Naomi Hunt '17 and Emily Yu '18.

One week later, at the Graves Kelsey Tournament, the team's combined efforts landed Middlesex in fifth place, the School's best finish on record, and merited the David Coe Award for the Most Improved Team. Notably, Gavin won the individual title at 145 pounds, becoming Middlesex's first Graves Kelsey champion in five years.

The team tallied still another Middlesex record on February 21 by taking ninth place at the New England Tournament. Nick's second place finish there, the highest on the team, was also the best of any Middlesex wrestler in over 25 years. Given the strong placements of Nick, Steve, George, and Gavin, all four were invited to the prestigious National Prep Wrestling Tournament at Lehigh University, where they held their own against formidable competition.

Alpine Skiers Steadfast

Resolutely withstanding the pressure that comes with having won the last three ISL Championships, the boys' alpine ski team again emerged at the top of the ISL, this time with a 40-0 record. Much of the credit for this streak goes to captain Jack Sullivan '15, who shepherded his team to victory after victory. Putting down the fastest time in the final race, James Sanderson '17 took first place, followed by Eliot Pierpont '16 (3rd), Jack (5th), Henry Minervini '15 (11th), and Will Christenfeld '16 (12th).

The boys' season concluded with a third-place finish at the New England Championships—and the League MVP title for James, who won all three of his final races. The girls' team also maintained its high standings, clinching second place again in the ISL and finishing eighth in the New England Championships.



ISL MVP James Sanderson '17 tackles the giant slalom at the Class A New England Championships, held at Cannon Mountain on February 11. (photo by Risley Sports Photography, LLC)

Being Present

Mindfulness at Middlesex

Featured last December in a televised “60 Minutes” report—and, earlier, on a cover of TIME magazine—mindfulness is becoming widely recognized as a practice that has the potential to support health and well-being in an increasingly distracted age of smartphones and social media. Meanwhile, at Middlesex, mindfulness instruction has been offered since 2010 and has become a valuable part of the School’s program. Over these past five years, many have found the practice to be a helpful way to relax, reduce stress, and, as a consequence, perform more effectively and productively.



Doug Worthen '96

Back in the fall of 2009, it was not apparent that a new program was about to take root at Middlesex. The summer All-School Read assignments that year had touched upon the theme of “caring for yourself and others,” and in conjunction with that idea, Doug Worthen '96 and one of his close Middlesex friends, Geoff Cohane '96, returned to campus to give an Assembly about the positive effects of meditation in their lives.

Doug had first learned about mindfulness meditation in 1999 as a member of the University of Virginia’s national championship lacrosse team. The practice, he found, not only improved his performance on the field but also renewed his love of playing the game. Several years later, mindfulness became essential to coping with his treatment for and recovery from lymphoma.

“When I read my first mindfulness book in college,” he recalls, “I thought, ‘Why has no one introduced that to me?’ I knew I wanted to share it with young people, so that they would have a lifetime of practice.” Fortuitously, while he was getting training in order to be able to bring mindfulness to whatever school might be interested in it, he got a call from Dan Scheibe, then the assistant head at Middlesex, inviting him to contribute to the All-School Read presentations that fall.



The spring following that Assembly, Doug offered to lead a Sunday afternoon mindfulness seminar for any interested Middlesex students, repeating the course for another group the next fall. By the spring of 2011, he was leading sessions for 40 students, and adults on campus were expressing interest in the course, too. A year later, student interest had doubled yet again. “You could sense there was a real thirst for it and could feel the momentum building,” Doug recalls.

Simple Definition, Complex Results

What exactly is mindfulness? In a recent presentation to the Middlesex Board of Trustees, Doug shared a common description of it as “paying attention to the present moment with curiosity and acceptance of things as they are.” Research on the effect of mindfulness on students, he summarized, has shown that it improves their attention, emotional regulation, social skills, care for others, self-esteem, quality of sleep, and immune system. At the same time, students experience a decrease in test anxiety, emotional anxiety, negative emotions, and depression.

“There is incontrovertible evidence that mindfulness practice improves health and

well-being with teenagers by changing the way their brains relate to stress and emotional response,” says Head of School Kathy Giles. “Chronic to any high-performing organization is the sense that there is not enough time to get done what people want to get done. What mindfulness seems to do is to provide ways to establish senses of well-being for our students while they are trying to stretch and do a lot. We’ve looked at the science, and as a non-invasive means of accessing well-being, mindfulness seems unbelievably positive for all people, not just kids. But for kids, helping them to recognize an emotion or feeling—the stimulus and how they are going to react to it—makes a huge difference.”

Coincidentally, one of the first scientists to discover the connection between mindfulness and stress reduction is a former Middlesex parent: Jon Kabat-Zinn, father of Will ’93 and Naushon ’98. A professor of medicine emeritus, Jon is the founding executive director of the Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School. In large part because of his efforts over the past 35 years, mindfulness is being introduced into many

All Middlesex freshmen take a course in mindfulness as part of their curriculum.

“There is incontrovertible evidence that mindfulness practice improves health and well-being with teenagers by changing the way their brains relate to stress and emotional response,” says Head of School Kathy Giles.

One of the final sessions concerns how to relate to emotions, especially difficult ones. “These days, we typically use our phones to distract us from our unpleasant emotions,” Doug explains. “As soon as we feel sadness, boredom, or awkwardness, we take out our phones to distract ourselves.”

fields, including academic and athletic performance, and professional creativity and productivity.

Fundamentals for Freshmen

Viewing mindfulness as a beneficial skill with the potential to support any student in a busy, challenging program like Middlesex, school administrators decided in 2012 to find time in the schedule for all incoming freshmen to take an introductory course as part of their curriculum. Today, three entire classes of freshmen have taken mindfulness, and 98 percent of those students would recommend it to a friend.

“It’s definitely a good time to learn how to cope with stress and responsibility,” says Lily Renneker ’17. “In your first semester of freshman year, you’re overwhelmed with learning how everything works at Middlesex.”

Her classmate Will Zimmerman ’17 reflects, “I think that dealing with stress opens your mind up to other things. With less stress comes a clearer mind, and you can think about things other than ‘I have a huge test tomorrow.’”

The beginning of the 10-session freshman course is focused on the theme of “attention.” As Doug relates, “One of the ‘ahas’ in the first few sessions is that our attention loves to wander; but, like any skill, there are practices we can do to train the attention to stay, building our concentration. Also, the students see that we can direct the attention inside the body. We can pay attention to thoughts and emotions, allowing us to relate to them more skillfully.”

As Lily observes, “It’s interesting to see where your mind wanders—but if you concentrate on something that’s happening in your body, like breathing, it brings you back and calms you.”

Another powerful lesson centers on stepping back from thoughts. “For many, it’s the first time that they are noticing some space between themselves and their thoughts,” Doug says. “And of the roughly 50,000 thoughts a day that the average person has, many of them are not true.” It is estimated that 95 percent of thoughts are repetitive, and 80 percent of them are negative. “If we are caught in those thoughts all the time, it can create a lot of

stress,” Doug observes. “It is like living in a really scary movie.”

One of the final sessions concerns how to relate to emotions, especially difficult ones. “These days, we typically use our phones to distract us from our unpleasant emotions,” Doug explains. “As soon as we feel sadness, boredom, or awkwardness, we take out our phones to distract ourselves. In the mindfulness sessions, we actually learn to be interested in the boredom or awkwardness, to turn toward the emotion, and to stay with it long enough to see that it is moving and changing in our bodies. Our emotions can be very informative, and they aren’t as intimidating when we see them for what they are. The average emotion only lasts about 90 seconds.”

While this training has been built into the freshman schedule, it is by no means “enforced mindfulness,” Doug notes. “I’m very clear that it’s always an invitation.” Students who choose not to participate are simply asked not to distract others.

“I think it’s good to have everyone try it but not make everyone continue,” comments Laura Kaye ’17, who finds that practicing a few minutes at night helps her transition into sleep. Laura has also found the smartphone app “Insight Timer” to be handy, as it provides guided meditations from five to 30 minutes in length.

Expanding Practice

Once mindfulness became part of the freshman curriculum, Doug began to offer courses to Middlesex faculty, staff, and parents. “I wanted at least for everyone to know what it is and how it can help,” he says. Doug has developed additional courses in “Improving your Practice,” “Mindfulness in Sports,” and “Relational Mindfulness.” Having attended several courses, History teacher Ken Risley can attest, “Mindfulness changes your perspective on your work and your interpersonal awareness, your sensitivity and empathy, and your general approach and demeanor. It becomes ingrained.”

Doug’s work as Middlesex’s Director of Mindfulness Programs has extended into other areas of school life as well. On Wednesday mornings, the weekly chapel now begins

with Doug leading a few minutes of mindfulness, quieting the animated chatter of all who enter the building and allowing those who want to meditate to do so. Last fall, he also worked with the girls' volleyball team at the request of Head Coach Ashok Pillai.

"We met on Mondays and did a different activity every time," recalls Lily. "You have to be able to shake off the last play, especially in volleyball. If your team gets on a roll, you start doing better; but, it's easy to lose 10 points and let the game go before you know what's happened. Resilience is one thing every volleyball team struggles with, and the fact that we got weekly practice with resilience—which is hard to teach, except when you are in the scenario—was great."

Trustee Corey Hajim '90 concurs, having studied Buddhism and meditation since college. "Mindfulness is not someone sitting on a mountaintop meditating," she says. "Imagine being on the lacrosse field and you just missed the goal. You have a choice between beating yourself up and being distracted by your disappointment or letting the thought go, moving on and doing better. That kind of opportunity is available in sports, test-taking, and relationships—learning to be mindful of your feelings and those of others, while not getting caught up. This is an incredible tool set to be given at the beginning of your Middlesex experience. When you start to learn about it, you realize what a big impact it can have on your life."

A Center for Mindfulness

To that end, Doug has brought leaders in the field of mindfulness, like Joseph Goldstein and Dan Siegel, to speak on campus. He has met individually with other independent schools, and he has recently given a presentation on mindfulness at the annual meeting of the National Association of Independent Schools. Given the demand for Doug's time and expertise, plans are underway for a Middlesex Mindfulness Center that would continue to support the integration of mindfulness-based practices into this community while also helping other school communities to pursue the same goal.

"We are fielding a lot of inquiries," says Kathy, "and it's our hope that the Center that



Doug directs will be a resource for schools wanting to bring mindfulness into their program. A gift has been made to the School in honor of Doug and his work, and he is going to use that to create a curriculum that helps support the implementation of mindfulness in schools."

Additional plans for Middlesex include finding a way to offer training to new sophomores and juniors, and conducting the first on-campus mindfulness retreat for adults in the School's community—from faculty and staff to parents, alumni, and trustees. Scheduled for June 11–14, the three-day event will involve plenty of practice and will be led by two veteran teachers with Middlesex ties: Will Kabat-Zinn '93 and Jessica Morey, Doug's wife, who serves as executive director of Inward Bound Mindfulness Education.

"I think we are really lucky to have Doug," affirms Dean of Students Carmen Beaton. "He was my student; now he's my teacher—and he's a wonderful teacher because he is nonjudgmental. He never says, 'You *didn't* practice?' Maybe kids will use mindfulness now, or tap into it 10 years from now, but they have this basis."

Some, like Lily, are already realizing the benefits. "The biggest impact is gratefulness, and I'm still trying to figure out why there is such a strong link between gratitude and mindfulness—and happiness," she reflects. "Maybe when you stop and think about life, you see the blessings more clearly." **M**

"Mindfulness is not someone sitting on a mountaintop meditating," Corey says. "Imagine being on the lacrosse field and you just missed the goal. You have a choice between beating yourself up and being distracted by your disappointment or letting the thought go, moving on and doing better."

ON TARGET

Mx2: The Campaign for Middlesex

As Middlesex's most ambitious capital campaign to date enters its last year, alumni and parents are continuing to step forward and generously demonstrate their strong belief in the School and its mission. After more than a century of working to "find the promise" in its students, Middlesex is realizing its own promise as a premier, national boarding school.



School and campaign leaders gathered at the *Mx2* kickoff celebration in San Francisco. Seated, from left to right, are all four Honorary Co-chairs: former Trustee Victor Atkins '63, Trustee Anne Bass, Trustee Bob Bass, and Victoria Atkins. Standing behind them are incoming Board President Stephen Lari '90, retiring Board President Pete Olney '66, Head of School Kathy Giles, and Jane Olney.

Eventful, inspiring, productive, gratifying—taken together, these words only begin to describe the months since *Mx2: The Campaign for Middlesex* entered its public phase with a succession of kickoff events. At well-attended gatherings in Boston, New York City, San Francisco, and Los Angeles, the campaign was officially announced, with over \$130 million already committed toward student scholarships, faculty compensation, campus improvements, and increased endowment.

“We were thrilled with the enthusiasm at these events,” says Head of School Kathy Giles. “It’s always wonderful to see Middlesex friends and family get together, and it’s also great to see their support for the continued growth of the School and for investing in its people. Ultimately, that’s what schools are about: growing people.”

Enthusiasm for Middlesex has also been evident from the campaign’s impressive progress: another matching challenge has reached its goal, and several significant commitments are turning renovation plans into reality.

Residential Challenge: Complete

One of the biggest recent achievements is the successful completion of the Residential Life Challenge, issued back in the fall of 2013 by none other than Honorary Campaign Co-chair Victor Atkins ’63, who wanted to remain anonymous until the goal of that effort had been attained. His \$7.5 million challenge offered a 1:1 match of all gifts directed toward the School’s Residential Life Master Plan, which outlines finishing the renovation of Middlesex’s older dorms and constructing a new one. With the challenge now met, Advancement Director George Noble confirms, “Soon, every student living on campus will be in a new or renovated room.”

The \$15 million raised through the Residential Life Challenge will cover this summer’s renovation of Clay House—the last of the School’s older dorms slated to be refurbished—and will also build Landry House, named for the late C. Kevin Landry ’62, longtime Board treasurer and generous supporter of the School. Housing 36 students, the new dorm will add three faculty apartments on



Boston: Parents and alumni turned out in force for the first public launch of *Mx2*. From left to right are Dick Connolly, Chip Dewing, Campaign Steering Committee Chair Jim Oates ’65, and Richard Connolly ’01.



New York City: Among those in attendance were former Trustee Russell Abbott ’70, Charlie Boutwell ’06, Trustee Mary Lou Boutwell, Middlesex’s Director of Advancement George Noble, and Trustee Coleman Hoyt ’70. (photo by Elsa Ruiz)



San Francisco: Head of School Kathy Giles talks with Ellen and Hayden Brownell ’82 about the Music and Camp Center.

campus and bring Middlesex’s boarding enrollment close to the Strategic Plan target of 75 percent. As a great Landry friend and fan, Victor was inspired to offer Middlesex still another matching challenge (his third!) with the conviction that this much-needed dorm should be named for Kevin.

The Landry family, in turn, contributed substantially to the Residential Life Challenge.

“We were so touched by Victor’s gesture that it was easy for us to want to jump on board with that,” says Kevin’s older daughter, Trustee Kim GwinnLandry ’89. “The campaign motto—‘What they dreamed be ours to do,’ which comes from the School hymn—clearly has great personal resonance for us as a family. It is a privilege to be able to honor my father’s legacy by continuing to contribute to the school that shaped his life in such a pivotal and profound way.”

Landry House will have two particularly meaningful features, Kim notes. One is the Class of 1962 Common Room, a gift from those classmates on the occasion of their 50th reunion. “It’s a special class with real affection for and connection to the School,” she affirms. Also located in Landry House will be the 1989 Commons area, the 25th reunion gift from Kim’s class. “I’m excited for the School—the renovations being completed and the residential challenge being met,” she says. “It speaks to the close relationship that so many people have with Middlesex.”

Bass Challenge Boosts the Arts

Steady progress is being made, too, toward the goal of upgrading all of the School’s arts facilities, thanks to many generous donors and to the Bass Family Challenge to Benefit the Arts. Established by Trustees Bob and Anne Bass P’93—honorary co-chairs of *Mx2*—this \$5 million challenge matches half of any contribution made toward the School’s arts initiatives. As they had hoped, this incentive has sparked both new and larger gifts.

In support of the new Music and Campus Center—soon to be situated in the former home of Middlesex’s Facilities and Operations Department—donors have financed practice rooms and classrooms, a piano studio and a large rehearsal room, and an expansive outdoor terrace. Like other fellow current parents, Ami and Will Danoff maximized their gift through the Bass

Family Challenge, allowing them to fund the conversion of the School’s defunct boiler room into a 150-seat recital hall.

The repurposing of this particular building for music was an unexpected but welcome development that resulted from the decision to convert the School’s centralized heating plant from oil to natural gas. The change not only decreased Middlesex’s carbon footprint by at least 20 percent, but it also freed the boiler room space for a creative, novel purpose. And now that sustainability is a consideration in the undertaking of any campus project, the School is exploring the installation of geothermal heating and cooling systems for the Music and Campus Center.

In addition to the recital hall for music, the Danoffs have contributed significantly toward creating a new home for the visual arts in the former science wing of Eliot Hall, where multiple studios and a spacious art gallery are planned. “We have been impressed and inspired by what Kathy, the faculty, and the community do at Middlesex,” Will says. “We just want to support the School wherever it needs the help.”

Honoring Alumni

For others, the idea of new visual arts facilities inspired them to make memorial tributes to graduates who were passionate about both art and Middlesex. A donation from the late George Senkler ’52, for example, will name the plaque carving room for the late Russell Kettell ’10, who taught several disciplines—including carving—at Middlesex from 1921 to 1956.

Another memorial gift will honor the late Stephen Boutwell ’73, husband of Trustee Mary Lou Boutwell and father of their sons, Rob ’02 and Charlie ’06. In remembrance of Steve, Mary Lou and her sons funded the new art history classroom, as it represents a shared passion in the family. “Steve loved art history when he took it at Middlesex, both of our sons took AP art history at Middlesex, and I was an art history

major in college,” explains Mary Lou. “In thinking of giving to the campaign, I thought, ‘This is something that is important to all of us and that recognizes Steve.’ The matching challenge from the Basses also inspired me to stretch my giving to maximize the match. It was so wonderful of the Basses to offer that challenge.”

Middlesex “meant a great deal” to Steve, Mary Lou stresses, and now that her sons are also alumni, they have “such a family connection to the School,” she adds. “That’s why I have stayed involved. I’m excited about the prospect of having a new visual arts facility. It will be great to give the School a place worthy of the talent that is already there among Middlesex faculty and students.”

Setting the Stage for Theatre

With the same intention, another Middlesex family, who wishes to remain anonymous, decided to make a gift that would bring the School’s theatre renovation project closer to fruition. Their substantial donation, further augmented by the Bass Family Challenge, has secured the \$3 million naming rights for the new main stage theater. “We are humbled by the incredible outpouring of support from alumni and parents, both current and past,” says Director of Development Heather Parker.

As the *Bulletin* went to press, the Bass Family Challenge to Benefit the Arts could still offer \$800,000 in matching funds—a sum that could have a profound impact on the arts at Middlesex, generating \$2.4 million more for the School’s comprehensive plans. Within the realm of the theatre, for example, naming opportunities remain available for the dressing rooms, orchestra pit, recording studio, black box theatre, and set-building workshop. By taking advantage of the Bass Family Challenge, contributors can make a notable difference in the quality of Middlesex’s music, visual art, and theatre facilities.



Landry House, which will house 36 students and three faculty families, is named for the late C. Kevin Landry '62, longtime Board treasurer and generous supporter of the School.



Dubbed “the Winter Garden,” this windowed area of the Music and Campus Center will be a bright, welcoming space for students to congregate between classes.

Coming Full Circle

By any measure, *Mx2: The Campaign for Middlesex* is on track to achieve its overarching objective of providing the School with the resources and facilities that are commensurate with the quality of its people and programs. More than a year before the campaign’s conclusion, the goals outlined for residential life have been achieved, and funding for the arts is proceeding apace. Soon, when the remaining campus needs are met, the focus of *Mx2* will circle back to where it began with the first two successful Atkins Challenges:

fortifying financial aid, faculty compensation, and the endowment. “We have seen a tremendous show of support, which is a real vote of confidence for the direction of the School,” Advancement Director George Noble says. “Campaign momentum has been building for a long time, but this year, it has been exciting and rewarding to see the progress made.” Given the results thus far, it seems certain that the final words of the School’s hymn, “Rank by Rank,” are about to be fulfilled: “What they dreamed be ours to do; hope their hopes and seal them true.” **M**

Farm **and** Function

Repurposing the Paine Barn

The sustainability-driven decision in 2012 to switch Middlesex's heating system over to natural gas has had multiple benefits: the School's carbon footprint has been reduced by more than 20 percent; energy consumption and costs are lower; and, a long-awaited home for music can be created within the obsolete boiler room and the adjacent Facilities and Operations building.

In turn, the plan for the new Music and Campus Center has led to another inspired repurposing project, one that has allowed the offices, workshops, and equipment of Facilities and Operations to be relocated to an underutilized area just across from the School's entrance. There, the Paine Barn—a vestige of the farm that became the Middlesex campus—has been carefully renovated, and a dilapidated, small outbuilding has been replaced. Part restoration and part redesign, the endeavor has provided new spaces for a critical function of the School, while retaining the overall structure (and many details) of one of the Paine Farm's remaining features.

Finished in time for the holiday season, the barn's façade on Lowell Road was fully restored, keeping its original shingles and windows.





New roofing was a must for the entire barn and its original cupolas.



Crumbling sheds that had been added on the barn's northern side in the 1970s needed to be scrapped, clearing the way for two delivery ramps and a new entryway. A handicapped accessible ramp is on the building's southern side.



Old horseshoes can be found on many beams on the barn's lower level.



Vintage tools are hung on the barn's original pine posts.



An iron sign from the 1916 boiler room hangs above a new clock and a line of handheld planers.



The School's carpentry shop now fills the area where hay wagons once rolled in for weighing.



A smaller structure from the 1940s could not be saved and was replaced with a similarly modest, house-like building that is in keeping with the neighborhood architecture while providing offices for Facilities administrators and storage for Housekeeping.



Mowers, blowers, plows, and vehicles of all kinds are found on the barn's lower level, where the Grounds and Sports Operations Department resides.



The HVAC workshop occupies the back of the barn's main floor. Sagging boards could not be saved but were replicated with tongue & groove hemlock flooring.

In Memoriam

Robert C. Brumder '38

Robert Charles Brumder died at his family home on North Lake, WI, on October 3, 2014.

Bob was born during a blizzard at his family home in Milwaukee, WI, on March 9, 1918. He was a graduate of Middlesex and Stanford University, where he majored in history, a lifelong passion. Bob was owner and president of Waukesha Cutting Tools. Among the Boards he served on were the Joseph Schiltz Brewing Company, the First Wisconsin Bank, and the University Lake School, of which he was also a founder. Bob was an avid traveler and hunted in Africa, Canada, Alaska, and Arizona with his beloved wife "Blanche." Having enjoyed the Arizona desert and Castle Hot Springs during his youth, he returned with his family to vacation at Rancho de Los Caballeros in Wickenburg, AZ, where he and Barbara later wintered at their home. Bob never lost his love for nature and the great outdoors, or for designing, drawing, and building chalets and shacks. His sense of humor and joie de vivre will be missed by his extended family and friends.

Bob is survived by two daughters, Thekla Brumder Sanford and Amy Brumder Nunnally; two sons, Robert B. and David H. Brumder; 11 grandchildren; and 9 great-grandchildren. He was preceded in death by his parents, William Charles and Thekla Uihlein Brumder; his brother Bill; three sisters, Emily, Katie, and Teckie; his wife and best pal for 67 years, Barbara Blakney Brumder; and their beloved son Charles P. Brumder. His late cousin, **Robert E. Pabst '23**, was also a Middlesex alumnus.

Abbott T. Fenn '38

Abbott Thayer Fenn died peacefully on Friday, April 3, 2015.

The son of Eleanor Baldwin and Roger Carlisle Fenn, Abbott was born on May 26, 1921, in Concord, MA. He attended The

Fenn School, which his father founded in Concord in 1929, and graduated from Middlesex and then Harvard College, where he was a goaltender for the varsity hockey team (before the days of face masks).

From 1945 until his retirement in 1986, Abbott was the associate director and co-owner of Keewaydin Camps on Lake Dunmore in Salisbury, VT. During the winters until 1970, he was a national Audubon naturalist and tour guide in the Everglades and taught math at Milton Academy, Pine Cobble School, and Applewild School. With Warren King, he started the Keewaydin Wilderness Canoe Trips. In 1970, Abbott and a friend started a semi-professional hockey team, the Fitchburg Hornets. In 1973, he co-founded the Keewaydin Environmental Education Center.

Abbott was active in the American and the Vermont Camping Associations, serving as president of each. He was part of a Vermont delegation sent to Canada to evaluate the proposed Hydro-Quebec Project. He was a licensed bird-bander and was recognized for his environmental activism by the Vermont Institute of Natural Science, the Environmental Protection Agency (New England Office), and by the Otter Creek Audubon Society. At the age of 75, Abbott started the Vermont Audubon Camp at High Pond, Brandon, VT. He was active in the Rotary Club of Middlebury, receiving their Stephen A. Freeman Award for Community Service in 1999; in 2004, he received the Middlebury College Citizens Award. Abbott was known as a man of wisdom, strength and principle and as a warrior for the natural world. He was loved and will be missed by all.

Predeceased by his parents and his sister, Edith Dedie Hanly, Abbott is survived by his son Ethan; his sister, Margaret Margot Borden; three nieces and two nephews; and many grandnieces, grandnephews, and cousins. He is also survived by Gale Hurd, his former wife and trusted friend.

Chase N. Peterson '48

Chase Nebeker Peterson, former Middlesex trustee from 1972-79, died of complications from pneumonia on September 14, 2014, in Salt Lake, UT.

During his extraordinary career, Chase was a pioneer in the field of medicine, college admissions, and college and hospital administration. Born in Logan, UT, on December 27, 1929, to E. G. and Phebe Nebeker Peterson, Chase earned one of Middlesex's prestigious Prize Scholarships and joined the third class in September 1945 as the first Utahn and first Mormon to attend the School. Three years later, another scholarship made a Harvard College education possible for him. There, he was awarded the Frothingham Prize for his "contribution to the college" and was elected first marshal, a role he continued to fill at every reunion for his class of 1952. He married Grethe Ballif after his graduation from Harvard Medical School, where he specialized in endocrinology.

Following an internship at Yale, Chase served as a physician in the Army for two years. The Petersons returned to Yale for his residency program and then moved to Utah, where Chase accepted a position at the Salt Lake Clinic as an endocrinologist.

When Harvard President Nathan Pusey asked Chase to become dean of admissions in 1967, Chase led the college in actively recruiting minority candidates, also hiring the first African Americans on the admissions committee. Five years later, he became Harvard's vice president for alumni affairs and development. In 1977, Chase joined the University of Utah as vice president for health sciences. During his tenure there, the first artificial heart was implanted into Barney Clark, and Chase became a well-known figure in news reports, carefully explaining to reporters the science and medicine that made Mr. Clark's procedure possible.

In 1983, Chase became the University of Utah's 14th president. He was instrumental in building the university's research capability, especially in genetics research. Under his leadership, the Primary Children's Hospital moved next to the University Hospital, and together they became an outstanding healthcare center for the intermountain west. The quality of student life was also important to Chase; he supported the free speech of dissenting voices, promoted the Honors Program, and held president's office hours for students to speak with him.

Chase retired in 1991 and took on the challenge of medical study for one year in order to pass his board exams and return to family practice. He became a member of the University of Utah's Department of Family Medicine, served on the admissions committee of the medical school, and taught new generations of doctors to provide the best possible care by listening to their patients. His last lecture to medical school students was on July 21.

Chase was also a regular volunteer at the Fourth Street Clinic, serving Salt Lake City's homeless population. His service to the LDS Church was lifelong, as he was a branch president, member of the high council, and devoted home teacher.

In addition to his wife Grethe, Chase is survived by their children, Erika, Stuart, and Edward; 14 grandchildren, including **Chase N. Munson '04** and **Leah B. Munson '08**, and one great-grandchild.

Allan N. Yont '54

Allan Neilson Yont passed away peacefully on March 12, 2015, after a struggle with cancer.

Born on October 23, 1936, in Concord, MA, Al came to Middlesex from the Peter Bulkeley School and, after graduating, earned a degree in psychology at the University of Nebraska. He served in the U.S. Army during the Vietnam

War, earning the Bronze Star and Army Commendation medals, and retiring as a captain after 10 years of service. Al then began a career of more than 40 years in the insurance industry, beginning with Aetna. Working in various positions with independent insurance brokerages, he studied and earned the CPCU designation. He spent the last 20 years proudly serving as president of General Southwest Insurance Agency and recently retired in 2014.

Al loved his work, building relationships, mentoring, and interacting with people. He was widely respected, admired, and loved by all who knew him, especially for his witty sense of humor. Al's favorite places to vacation were in scenic Sedona, AZ, and his beloved family home in Silver Lake, NH. He remained a diehard Cornhusker football, Red Sox baseball, and New England Patriots football fan throughout his life.

He is survived by his loving wife, Tina Hahn Yont; his son Ward and his daughter Dawna; two grandchildren; his sister, Louise Ekwall; his stepsister, Deborah Howard; and many nieces, nephews, extended family members, and friends. He was predeceased by his stepbrother Paul and his brothers, **Laurence D. Yont, Jr. '52** and **Randall E. Yont '58**.

R. Bruce Null '60

Robert Bruce Null, of Williamsburg, VA, died on February 8, 2015.

Bruce was born on December 20, 1940, to Hortense T. and Harold B. Null. On earning a Prize Scholarship, he journeyed to Middlesex from his home in Grand Island, NE, and joined the fourth class in the fall of 1956. After graduating with credit, Bruce went on to earn a B.S. in engineering physics—and, later, an M.B.A.—at the University of Kansas. He served in the U.S. Army during Vietnam, for which he received the Bronze Star. For many years, Bruce worked for Esso in Eng-

land, Scotland, and the U.S. before moving on to other business ventures. He was also a member of the State Society of Texas CPA.

Predeceased by his parents and his brother Eric, Bruce is survived by his wife, Victoria Albright Null; his son, Charles A. Null; his sister, Margery Null Jenkins; and one granddaughter. His cousins, **William V. Wolbach '63** and the late **Samuel N. Wolbach II '36**, also graduated from Middlesex.

David D.S. Poor '63

David Deas Sinkler Poor died on November 6, 2014.

The second son of Sydney and Charles Lane Poor, David was born in Bethesda, MD, on February 24, 1945. He joined the sixth class at Middlesex in 1957 from the Darlington Elementary School and, after graduating, he completed his B.A. in social relations at Harvard. Married to Nancy Frazee on August 19, 1967, David soon began graduate work, having earned a full fellowship to study at Ohio State University. He received his M.A. in social psychology in 1970 and his Ph.D. in quantitative psychology in 1972.

Beginning his career as an assistant professor at Temple University for four years, David became vice president of research and development for Educational Computer Software, Inc. and then president of Meadow Brook Industries, Ltd. He primarily developed systems to score tests for school districts and eventually founded his own company, Uniscore, which he later sold to McGraw-Hill, staying on as a vice president there until his retirement. In recent years, he especially enjoyed traveling all over the world with Nancy and spending time with friends and family.

David is survived by his wife Nancy; his son, **D. Sheppard Poor '88** and daughter-in-law, **Elizabeth Coe '87**; four daughters, Sidney, Rachel, Liza, and Avery; six grandchildren; and his brothers, **Alfred E. Poor II '69** and **Robert D. Poor '72**.

Philip C. Manker, Jr. '68

Philip Colbert Manker, Jr. died on November 8, 2014, after a long illness.

Born on May 29, 1950, to Philip and Suzanne Manker, Phil attended Latin School of Chicago before joining the fourth class at Middlesex in 1964. On graduating, he earned his undergraduate degree at Trinity College and subsequently became an applied artist, inventor, and arborist.

In addition to his wife Ulrike, Phil leaves his daughter Katrina; his son Lorenz; his brother, **Charles F. Manker '70**; his nephews, **Stephen F. Manker '07** and **Gregory K. Manker '10**; and many devoted friends.

Jan E. Codding '83

Jan Ely Codding died on January 11, 2015, in Lubbock, TX, after a long and courageous fight with cancer. His loving wife and children were by his side.

The son of Karin and **Nathaniel Codding '55**, Jan was born in Concord, MA, on December 3, 1964, and came to Middlesex from the Sanborn Middle School. He later graduated from Northeastern University, where he also earned his M.B.A.

In addition to his wife Celine, Jan is survived by his children, Gabrielle and Raphael; his parents; his sisters, Caroline and Amy; and his nephew Nathan.

Hale Sturges II

Former Middlesex faculty member Hale Sturges II died on October 14, 2014, after a 15-month battle with appendiceal cancer.

Hale was a 1956 graduate of Milton Academy and received his B.A. from Harvard in 1960. He began his career at Middlesex, teaching French and Latin, coaching hockey and baseball, and serving as a dorm master from 1960 to 1965. On earning his M.A. from Middlebury College in 1965, he

continued teaching French at Phillips Academy until his retirement in 2004. During his time at Andover, Hale served as chairman of the French department and chairman of the foreign language division; he was also a varsity baseball coach throughout his tenure and a house counselor for 22 years. Hale held the Beinecke Foundation Faculty Chair for 21 years and served as vice president and president of the Cum Laude Society. He authored three French text books, *Une Fois Pour Toutes*, *Encore Une Fois*, and *Par Tout Le Monde Francophone*. In addition, he wrote a sociological study, *The People of Pleure: Portrait of a French Village*.

Hale served on the Boards of The American Memorial Hospital in Reims, France, (president 1998–2011, director 1993–2014) and Mother Caroline Academy in Dorchester, MA. In retirement, he continued to teach and share his love of the French language and literature through Beacon Hill Seminars, where he taught courses in French and English, and served as the vice president of the Board and a member of the curriculum committee. He also taught English as a second language to recent immigrants. Until his illness, he recorded books every week at the Learning Ally. He shared his passion for the Boston Red Sox with all, especially his grandchildren.

Predeceased by his parents, John Braddock and Hilda Ware Sturges, Hale is survived by his wife of 52 years, Karen Steffensen Sturges; their daughters, Meg McDermott and Annie Gatewood; five grandchildren; and his brother, Sheldon Sturges.

Back Story

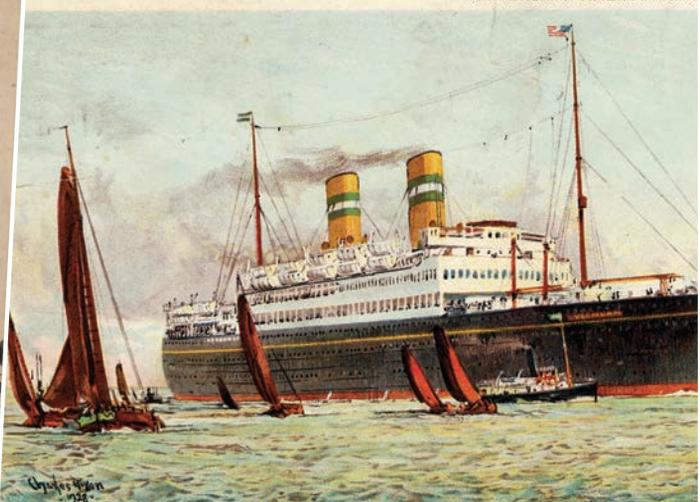
EXECUTIVE MANSION, WASHINGTON.

The President and Mrs. McKinley request the pleasure of the Misses Bates' Company in the Blue Room during the New Year Reception.



OLLAND-AMERICA LINE.

ROTTERDAM-NEW YORK
ROTTERDAM-HALIFAX (CAN)



Time Travel

Farm House Middlesex School, Concord, Mass.

A sampling of the documents found long ago in Hallowell House provides a glimpse of the world in the early 20th century.

On the third floor of Hallowell House in April 1977, a curious sophomore was exploring the dorm's dusty, secluded corners, particularly the storage areas concealed behind small doors under the eaves. He came upon a chamber stuffed with forgotten possessions: boxes of correspondence, still oddly perfumed, a collection of old clothes, and other assorted documents.

An artistic boy who appreciated both design and history, he sifted through some of the boxes, examining pieces that caught his eye and piqued his curiosity. Pleased with the graphic tapestry of handwriting, postage stamps, and cancellation marks on several items—and intrigued by their historical context—he decided to keep the things he liked best.

Nearly 40 years later, while sorting through his own accumulated belongings, David Brewster '79 came upon those papers he had discovered long ago and decided it was time to return them to Middlesex. Now an established contemporary painter, David hoped that others would find his Hallowell treasures as appealing and evocative as he did.

They are indeed treasures. Among them are a delicate 1848 diplomatic passport, written in French and colorfully stamped; invitations to White House events hosted by President and Mrs. McKinley and, later, President and Mrs. Hoover; and, a yellowed front page from *The New York Times* announcing FDR's death on April 13, 1945. Postcards and letters addressed to members of the Farnsworth family report news of travels abroad.

"I was interested in the story each object told," David says. "They sent me back in time and made me imagine what those trans-Atlantic crossings were like—and wonder about that odd French passport with its beautiful penmanship." The fact that postcards from Europe could be addressed only to a name in Concord and still be delivered further suggested that the world was different back then.

At least some of these documents are associated with Charles "Chick" Farnsworth '23, who served on the faculty from 1930 to 1960. With the assistance of Middlesex alumni and friends, perhaps more light can be shed on these fascinating pieces from the past. **M**



The Frederick & Mary **Winsor Society**

Created in 1996, the Frederick & Mary Winsor Society was established to recognize the generosity of those alumni, parents, and friends of Middlesex who have included the School in their estate plans. These planned gifts signify a partnership with Middlesex in its mission to provide an excellent educational experience for its students. All planned gifts, such as bequests and deferred gifts providing life income, qualify a donor for membership in this society.

The society is named for the founder of Middlesex, Frederick Winsor, and his wife Mary. The Winsors devoted their lives to strengthening and nurturing the young school, and Mary Winsor provided significant financial support for the School in her own estate plans. Today, several endowed funds that support scholarships, faculty salaries, and general needs are the direct result of her thoughtful plans.

To learn more about making a planned gift to Middlesex, please contact the Development Office at 978-369-5110, or e-mail George Noble at gnoble@mxschool.edu, or Heather Parker at hparker@mxschool.edu.



Middlesex

1400 Lowell Road
P.O.Box 9122
Concord, Massachusetts
01742-9122
www.mxschool.edu

Nonprofit Org.
U.S. Postage
PAID
Concord, MA 01742
Permit No. 116



Ragtime

The 2015 spring musical was a triumphant tour-de-force on May 1 & 2, requiring the collaborative talents of 50 actors, 35 crew members, and a 13-piece band.